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MEETING OF THE CENTRAL DIVISION

The twentieth annual meeting of the CENTRAL DIVISION of the MODERN LANGUAGE ASSOCIATION OF AMERICA was held at Minneapolis, Minnesota, under the auspices of the University of Minnesota, December 29, 30, and 31, 1914. All the sessions except that of the first evening were held at the Minnesota Union on the University Campus. Professor Julius Goebel, Chairman of the Central Division, presided.

FIRST SESSION, TUESDAY AFTERNOON, DECEMBER 29

The Central Division met at 2.40 p. m.

The Chairman stated that he would announce the committees on Wednesday morning.

On motion of Professor T. A. Jenkins it was

Voted: That sometime during the meeting the question of support of the modern language journals be discuss.

It was later arranged to have this question discuss Wednesday forenoon.

The reading of papers was then begun.

1. "New Light on Some of Cowper's Friendships." By Professor Madison C. Bates, of the South Dakota State College of Agriculture and Mechanic Arts.

[An interpretation of an unpublished manuscript by Hayley. The manuscript is valuable chiefly for the new light it throws on Cowper's friendship with his first two biographers Hayley and Greatheed, with his cousins Theodora and Harriet, and with Mrs. Unwin. Certain of the points discuss have long been matters of controversy.—*Fifteen minutes.*]

2. "A Note on the Relation of Chateaubriand to Rousseau." By Professor Barry Cerf, of the University of Wisconsin.

[The aim was to show that *Atala* and *René* were written at a time when Chateaubriand was a Rousseauist in his attitude toward religion, nature, and man, and that it is not necessary to suppose they were altered at the time of their incorporation in the *Génie du Christianisme*.—*Ten minutes.*]

This paper was discussed by Professor Colbert Searles.

3. "St. Anne's Day 'Sights' at Lincoln." By Professor Hardin Craig, of the University of Minnesota.

[An attempt to ascertain the nature of the St. Anne's Day procession at Lincoln and its relationship to the mystery plays acted in the city, based upon a newly discovered account-book of the Cordwainers' Company, the accounts of the Cathedral Chapter (now for the first time read), and upon other Lincoln documents more or less well-known. The paper began with a summary of the general question of the relationship between processions and plays.—*Fifteen minutes.*]

4. "The Mortimer Action in Schiller's *Maria Stuart*." By Professor Carl Schlenker, of the University of Minnesota.

[Schiller has not clearly indicated how Maria Stuart is made to accept her fate with free moral conviction of its justness. Can the Mortimer episode be one device to bring this about?—*Fifteen minutes.*]

This paper was discussed by Professors J. T. Hatfield and E. C. Roedder.

5. "British and American Pronunciation: Retrospect and Prospect." By Professor Louise Pound, of the University of Nebraska.

[Increase present-day interest in living oral speech. Attempts to record "standard" pronunciation and regional variations. The

ideal of conscious supervision in speech. Present status of American pronunciation in relation to British. Duality of standard. Sketch of existing divergencies and salient tendencies. Relation to the movement for spelling reform. Is further deviation inevitable?—*Fifteen minutes.*]

This paper was discust by Professors T. A. Jenkins, M. Callaway, Jr., and Julius Goebel.

6. "Flaubert's *Education sentimentale* (version of 1845)." By Dr. A. Coleman, of the University of Chicago.

[This first novel of Flaubert, romantic in essence, sets forth his doctrin of impassibility. It reflects the literary theories of Balzac and Hugo and presents the formula on which his greatest works were constructed.—*Ten minutes.*]

7. "Some Considerations Bearing on the Fundamental Basis in Human Nature of the Doctrines of Good Use." By Professor Raphael Dorman O'Leary, of the University of Kansas.

[There are two main attitudes which men take, and perhaps have always taken, with reference to linguistic usage. These attitudes we may distinguish as that of the legalist and that of the liberal. The relation of these two attitudes to each other affords a striking illustration of the working in social phenomena of what we may call the principle of contrariness.—*Fifteen minutes.*]

This paper was discust by Professor Julius Goebel.

SECOND SESSION, TUESDAY EVENING, DECEMBER 29

This evening session was held at the home of President George E. Vincent, of the University of Minnesota, No. 1005 Fifth Street, S. E. At half-past eight o'clock President Vincent deliverd a very cordial address of welcome, which was folloed by the address of the Chairman of the Central Division of the Modern Language Associa-

tion of America, Professor Julius Goebel, of the University of Illinois, on "The New Problems of American Scholarship."

These addresses were folloed by a reception given by President and Mrs. Vincent to members and guests of the Central Division.

THIRD SESSION, WEDNESDAY FORENOON, DECEMBER 30

The session began at 9.50 a. m., when the Chairman announced the folloing committees:

(1) To nominate a chairman and executiv committee: Professors T. A. Jenkins, D. Ford, E. C. Roedder, J. F. Royster, and F. E. Held.

(2) On place of meeting: Professors C. B. Wilson, G. D. Morris, and M. Callaway, Jr.

(3) On resolutions: Professors A. R. Hohlfeld, J. M. Manly, and A. de Salvio.

Reading and discussion of papers:

8. "The Finnsburg Tale." By Professor Frederick Klaeber, of the University of Minnesota.

[Synopsis of the story. The contending parties (Frisians, Danes). Possible parallels and genesis of the legend. Relation between the two Anglo-Saxon versions. The Fight at Finnsburg.—*Twelv minutes.*]

9. "The Attitude of Leopardi toward Romanticism." By Dr. John Van Horne, of the State University of Iowa.

[An examination of the effect of Leopardi's classical studies upon his esthetic theories shows him to have been a determind enemy of the ideals of the Romanticists. The material is found in the *Zibaldone*, and in an essay on Romantic poetry, written by Leopardi and publisht only recently.—*Twelv minutes.*]

Pursuant to a resolution adopted at the first session, Professor John M. Manly presented the matter of practical support of our modern language journals. A discussion folloed, in which the folloing members participated: Professors Julius Goebel, E. C. Roedder, T. A. Jenkins, A. R. Hohlfeld, J. M. Manly, H. Craig, B. Cerf, and others.

On motion of Professor T. A. Jenkins it was voted to have the substance of the discussion recorded. It was pointed out that the greatly increast pressure for publication, in itself a welcome sign of growth and progress, should be met by an increase in the subscriptions on the part of the members of this Association. A substantial increase in income would enable the journals to enlarge their annual output. The situation is acute and calls for action. Contributors seem to be under special obligation to come to the financial support of the journals in which they publish. Groups of instructors may organize to take a series of journals which, while fresh from the press, may be past from hand to hand, each journal remaining finally the property of the member most interested. College and municipal libraries may be advised to subscribe. Advice of this kind is often welcomd.

The reading and discussion of papers were then resumed.

10. "The Comentaryes of Cæsar. . . . as much as concernyth thys Realm of England." By Professor Henry Burrowes Lathrop, of the University of Wisconsin.

[The first translation into English of a connected portion of Cæsar's *Gallie War*, printed 1530, but attributed to John Tiptoft, Earl of Worcester, (d. 1470), and cited as evidence for the language of his time, was based on Gaguin's French translation, is by an unknown hand, and cannot be earlier than about 1500.—*Fifteen minutes*.]

This paper was discust by Professor B. Cerf and the author.

11. "French Criticism of Poe." By Professor George D. Morris, of the Indiana University.

[The wide-spread belief that Poe has been almost unreservedly admired in France not justified. A study of the French criticism of his tales shows that a considerable number of well-known French men of letters have been far from according him unstinted praise, and that they have not given him a higher rank than he has been given by conservativ critics in America.—*Fifteen minutes.*]

This paper was discust by Professor S. H. Bush.

12. "Literary Relations of the *rimur* of Harald Hringsbane." By Dr. Gertrude Schoepperle, of the University of Illinois.

[Into the story of Randver and Swanhild, as told in the *Volsunga* saga, the poet has introduced from the similar Tristan tradition the *motifs* of the substituted bride and the healing at the hands of the enemy. His hero and heroin, moreover, escape the tragic fate of Randver and Swanhild.—*Ten minutes.*]

This paper was discust by Professor J. W. Beach and the author.

13. "The Auxiliary *Do*—1400 to 1450." By Professor James Finch Royster, of the University of Texas.

[Investigation of the date of the rise of the auxiliary *do* and its dialectical distribution in the fifteenth century shows that Lydgate has left the first recorded frequent use of the construction. It is sparingly found in Chaucer, in Gower, and in the later London language of Hoccleve; and in Northern English as late as *Ratis Raving*. A dialectical inconsistency is presented between the presence in Fragment B of the *Romaunt of the Rose* of (supposedly) Northern forms and of numerous cases of the auxiliary *do*.—*Ten minutes.*]

This paper was discust by Professor J. W. Beach and the author.

14. "Corneille and the Italian Doctrinaires." By Professor Colbert Searles, of the University of Minnesota.

[The paper discuss what may be termed the four or five working principles of Corneille. Are they the result of his experience, as he would have his readers believe, or did he derive them from the Italian doctrinaires whom he cited, and who had already, as a matter of fact, stated these principles in terms very similar to those used by him? Finally, what was the effect of these working principles upon his work as a dramatist?—*Fifteen minutes.*]

At half-past twelve o'clock on Wednesday the members and their friends were entertained at luncheon by the University at the Minnesota Union.

Immediately after the luncheon the ladies were entertained by an automobile ride.

FOURTH SESSION, WEDNESDAY AFTERNOON, DECEMBER 30

In accordance with the custom of the Central Division this session was devoted to three departmental meetings, representing the English, Germanic, and Romance languages and literatures. Subjects of importance to the advancement of instruction constituted the programs of the respective sections. All three sections met in the rooms of the Minnesota Union.

ENGLISH

Chairman—Professor Hardin Craig, of the University of Minnesota.

Secretary—Professor William Savage Johnson, of the University of Kansas.

Professor Will David Howe, of Indiana University, had arranged the program of the English Section, but being detained at home by illness in his family, he invited Professor Craig to serve as chairman.

Professor James F. A. Pyre, of the University of Wisconsin, read a paper entitled "The Teaching of Literature in the College."

The main purpose of the paper was to combat the tendency to deal with recent and contemporary materials in undergraduate courses in English literature. This was shown to be a phase of the movement by which so much of literary culture has already been obliterated from the program of modern education. In view of the tendency of our civilization to glorify the actual, it was pointed out, the teacher of literature has a special responsibility. It is for him, at least, to preserve from violation that world of imagination to which literature is our most universal means of introduction. That one object of literary interpretation is to establish in the mind of the pupil the substantiality of books, their essential liveness, their appositeness to life, was allowed; but it was urged that when this is done at the expense of the virtue by which literature and literary history exist as things for the mind, something apart from mere actuality, then literary study is robbed of its peculiar grace as an element of the intellectual life. How a mind nourished upon actualities may lack the capacity to free itself from its immediate experiences and may ludicrously flounder in its efforts to enter the kingdom of the imagination was illustrated by student comments upon literary personages. To persuade the student's attention by sinking to the level of his interest in what is easy, familiar, and contemporaneous is to forfeit the chief end of literary study at the outset. A plea for the "really great classics" was formulated on this basis.

This paper was followed by an interesting discussion by Professors W. F. Bryan, H. Craig, E. N. S. Thompson, J. F. Royster, J. W. Beach, J. M. Manly, Dr. Gertrude Schoepperle, and others. Not all speakers agreed with the main thesis of the paper, but many supported Professor Pyre in his attitude toward contemporary literature.

Professor Frederic Newton Raymond, of the University of Kansas, then read a paper on "The Teaching of Rhetoric." It was pointed out that the department of rhetoric has two sides, (1) machinery for casting a production in such a form that it will reach other men, (2) means

of a general education. Among other things the paper made a plea for a closer coöperation between the department of rhetoric and other departments.

The paper was discust by Professor H. B. Lathrop and others. Professor Lathrop stated that the department of English in the University of Wisconsin felt that the work of initiating the new student into real education rests with the course in freshman English. At that institution the course is fundamentally based upon exposition, with a minimum in narrativ and description.

GERMANIC LANGUAGES

Chairman—Professor A. R. Hohlfeld, of the University of Wisconsin.

Secretary—Professor Charles Bundy Wilson, of the State University of Iowa.

Professor Ernst Voss, of the University of Wisconsin, had arranged the program of the Germanic Section, but on account of illness in his family he was unable to be present and Professor Hohlfeld was invited to serv as chairman.

Professor Hohlfeld exprest the hope that fuller reports of the departmental sections might appear in the publiht *Proceedings*. This idea receivd general approval.

Professor Charles M. Purin, of the University of Wisconsin, then red a paper entitled, "The Teachers' Course in German with Special Reference to Phonetics." Professor Purin said in part:

The chief responsibility for the poor results in our modern foren language work rests upon the institutions which are concernd with the training of secondary teachers, namely, upon our colleges and universities, the normal schools, at least for the present, being a

very insignificant factor in this respect. Approximately only in 10% of our colleges and universities, however, are the requirements for a teacher's certificate in modern foreign languages of such scope and nature as to warrant a fair degree of proficiency on the part of the graduates.

In order to be acceptably prepared to teach German in a secondary school, the student, in addition to a two-year course in the high school, should devote at least 33 semester hours to the study of German in college. These 33 hours might be distributed as follows:

- 8 hours of advanced reading in modern and classical German authors, with grammar work by topics, some composition exercises, and a careful training in translation of especially selected passages in the text treated: *i. e.*, the work in translation ought to be *intensiv*, not *extensiv*. A goodly portion of the time should be made available for oral drill and reproduction in German.
- 12 hours in special literary courses, preferably 3 in novel, 3 in drama, and 6 in general outline of German literature.
- 6 hours in Composition, oral and written, with sufficient emphasis on "freie Aufsätze."
- 2 hours in Conversation on topics dealing with every-day life and German "Realien."
- 2 hours in History of the German language.
- 3 hours in the course on methods. One-half of the time in this course should deal with the organization of high school courses, selection of texts, and discussion of methods of presentation; the other half ought to be devoted to a practical training in phonetics.

In addition to this we should require of all students intending to teach German a course in the History of Europe, with special stress on the History of Germany, including its geographical features.

Further, no candidate ought to be granted a license to teach unless he has demonstrated his ability to handle both subject and classes in a satisfactory manner. Provision for observation and practis work is, therefore, an indispensable prerequisite with every institution which attempts to train teachers for secondary schools.

As to phonetics, the knowledge of this subject is of great importance to every teacher of modern foreign languages. Ill-pronounced French or German creates in the mind of the pupil incorrect sound associations which hinder his progress in the oral and written reproduction. Without a thorough drill in pronunciation, the sound perceptions of the pupils are blurred instead of being clarified, and the appreciation of clear and distinct enunciation is lost forever.

In order to be of real service to the teachers, the course in pho-

netics in the college ought to be more in the nature of applied phonetics. A few simple and inexpensive pieces of apparatus, such as the laryngeal signal, the endoscope, sets of diapositives and tuning forks, an auditory tube, Wilson's artificial palate, a hand mirror for each student, etc., should be used to illustrate a number of the most important phonetic phenomena. Particular attention would be paid to those phases in German pronunciation and intonation which are apt to cause especial difficulties to high school pupils.

Such a college course in phonetics will be an effective aid in solving one of the chief problems in modern language teaching, namely, that of pronunciation,—by establishing at the very beginning of the instruction a corrective means more reliable than mere description or imitation.

Professor Purin's paper was discussed by Professors M. Batt, E. C. Roedder, E. Feise, J. A. Campbell, C. M. Lotspeich, J. T. Hatfield, G. P. Jackson, J. Davies, A. R. Hohlfeld, C. B. Wilson, and others.

On motion of Professor C. M. Lotspeich it was

Resolved: That it is the sense of this section that all teachers of German should have an elementary course in phonetics, either as an independent course or in connection with the general teacher's course.

Professor Edward Henry Lauer, of the State University of Iowa, then read a paper on "The Organization of Work in Second-Year College German."

Professor Lauer pointed out that a great diversity exists in the second-year German work in the various institutions. The main cause of this diversity is the fact that there is no general idea, commonly accepted, of the province and scope of this course. It is the critical course in the curriculum, and the demands made on it are numerous and varied. To do all that the course should do, demands careful organization and conservation of time. It is advisable that first-year students be segregated from college sophomores, and that the absolute conversational method be abandoned. The course should prepare the student for real advanced work, and should, above all things, equip him with a reading knowledge of the language. To accomplish this it is advisable to eliminate the classics from second-year work.

This paper likewise cald out a very animated and interesting discussion by Professors J. T. Hatfield, A. R. Hohlfeld, M. Batt, F. E. Held, F. Briggs, C. M. Purin, C. B. Wilson, and others. Professor Batt argued in favor of having the classics in the second year and would devote one-half of the time of that year to reading and the other half to composition. Professor Hatfield divides the second year into four stages and would represent the work of the various stages as folloes: (1) Simple but not artistic prose; (2) some artistic prose; (3) classical drama; (4) lyric poetry. Professor Purin agreed with Professor Lauer and considerd his opinions the soundest that he had ever herd in a modern language meeting.

ROMANCE LANGUAGES

Chairman—Professor Everett Ward Olmsted, of the University of Minnesota.

Secretary—Mr. Edward Hinman Sirich, of the University of Minnesota.

Professor Thomas Edward Oliver, of the University of Illinois, who had arranged the program of the Romance Section, was unable to be present and had invited Professor Olmsted to take his place as chairman.

A paper entitled "The Problems and Difficulties of the First Year's Instruction in College French," which had been prepared by Professor Bert Edward Young, of Vanderbilt University, was red by Professor Casimir D. Zdanowicz, of the University of Wisconsin.

The paper spoke of the conditions particularly in Vanderbilt University where there is still a homogeneous body of students, coming chiefly from old-line preparatory schools or from schools whose curriculum is modeld largely after them. These students, for the most part, are well traind in the ancient classics. The paper treated at

some length the importance of pronunciation and urged emphasizing the teaching of the right intonation. A plea was made for a grammar in which the verbs are treated early so that reading may be begun within the first few weeks. Most grammars feed out words to the student faster than he can incorporate them into his vocabulary. As supplementary to the French club, it was urged that students be organized in smaller groups, as in the case of the English clubs in vogue in the *lycées* in France.

Representing Professor Hugh Allison Smith, of the University of Wisconsin, Professor Barry Cerf of that institution spoke on some of the difficulties in first-year instruction. Most of his remarks were based on facts as they are in Wisconsin. The real problem there is how to preserve uniformity in a number of sections in beginning French without interfering with the individuality of the various instructors. Another problem was how to make a one-year course complete in itself for those who take no more French as well as to make it a preparatory course for those who plan to continue the study.

Both these papers were discussed by Professors T. A. Jenkins, D. H. Carnahan, G. D. Morris, S. H. Bush, Dr. A. Coleman, and others. Professor Jenkins made a special plea for some periodical in which papers on modern language pedagogy could be published. He spoke also of the advantage which would accrue if there could be established a chair to have as its object the presentation scientifically of all such problems in the pedagogy of the modern languages. Professors Carnahan and Morris and Dr. Coleman spoke of the advantage of having special "honor classes" for students of unusual ability.

Professor Olmsted read a paper by Professor Oliver on "Some Suggestions Regarding the Future Work of the Romance Section." The paper sketched the history of the sectional meetings, urged a more definite sequence of work

and discussion that might lead to results of greater value, and express the hope that these results might prove of sufficient worth to merit publication. It was also suggested that a committee be appointed to consider subjects for the program of the Romance Section and that the committee be asked to prepare a plan of campaign for the triennium succeeding the union meeting of 1915. This suggestion was approved and the following committee was appointed: Professors T. E. Oliver, Colbert Searles, and Dr. A. Coleman.

On Wednesday evening the ladies were entertained at dinner at her home by Miss Margaret Sweeney, Dean of Women in the University of Minnesota.

The gentlemen were entertained at the Athletic Club. One of the interesting features of the entertainment was a chalk talk by Mr. Charles L. Bartholomew, of the *Minneapolis Journal*, otherwise known as "Bart."

FIFTH SESSION, THURSDAY FORENOON, DECEMBER 31

Reports of committees were the first order.

On behalf of the committee appointed to nominate a chairman and an executive committee, Professor T. A. Jenkins presented the following nominations and suggested that in view of the fact that there would be a union meeting in 1915 these persons be elected for two years:

For Chairman:

Professor William H. Hulme, of Western Reserve University.

For Executive Committee:

Professor Colbert Searles, of the University of Minnesota.

Professor George O. Curme, of Northwestern University.

Professor John L. Lowes, of Washington University.

These persons were thereupon elected to serv for the years 1915 and 1916.

On behalf of the committee on place of meeting, the Secretary, Professor Charles Bundy Wilson, reported that the committee recommended that the choice of a place for the union meeting in 1915 be referd to the Executiv Council, as that body is representativ of the whole Association.

This report was adopted and the matter was so referd.

For the committee on resolutions, Professor A. R. Hohlfeld presented the folloing resolution:

We, the members of the Central Division of the Modern Language Association of America in attendance at the twentieth annual meeting in the city of Minneapolis, hereby voice our appreciation of the kind and generous hospitality with which we have been receivd, and express our cordial thanks to the University of Minnesota, to its Board of Regents, to President and Mrs. Vincent, to Miss Margaret Sweeney, to the Minnesota Union, to the Minneapolis Athletic Club, to the members and associates of the Local Committee, and to the many others who have contributed to the plesurableness of our gathering.

This resolution was adopted, and copies were sent to the persons directly concernd.

On behalf of Professor W. G. Howard, Secretary of the Association, the Secretary of the Central Division presented, for information, a table of the results of the recent balloting on the subject of simplified spelling. (See *Publications*, xxix, 1, pp. xvi, xlvi). The figures were found very interesting.

The chairman of the committee on the "Question of the Training of Teachers of Modern Foreign Languages," Professor A. R. Hohlfeld, presented a report of progress.

For honorary membership in the Association the Executive Council nominated Willy Bang, Professor at Louvain, Ferdinand Brunot and Alfred Jeanroy, Professors at Paris.

These nominations were approved.

The reading and discussion of the following paper were then taken up:

15. "The Evolution of the Phonetic Alphabet in English." By Professor Frank Gaylord Hubbard, of the University of Wisconsin.

[An examination of the chief systems of phonetic spelling in English from the middle of the sixteenth century to the present, for the purpose of ascertaining what the general tendencies have been, what signs have been most commonly used, what signs appear to have been tried and rejected, what signs, in the course of time, have become established in use.—*Fifteen minutes.*]

This paper was discussed by Professors H. B. Lathrop, J. M. Manly, the author, Dr. G. N. Northrop, and ex-President W. W. Folwell, of the University of Minnesota.

COLLOQUIUM

In accordance with a resolution adopted at the meeting of 1913 (see *Proceedings*, p. xlviii), the rest of this session was devoted to a colloquium. Professor John M. Manly, of the University of Chicago, presented the subject "The Significance of Medieval Latin Studies to Students of the Modern Languages." He set forth in a clear way the vital importance of this neglected subject. Professor Manly's address aroused much enthusiasm, and a profit-

able discussion folloed which was led by Professor Lucy M. Gay, of the University of Wisconsin. Others who took part in the discussion were Professors E. W. Olmsted, T. A. Jenkins, H. B. Lathrop, A. R. Benham, H. Craig, and Julius Goebel. It was shown how the influence of the Latin culture of the middle ages had been underestimated and that recognition is sure to come. It was also pointed out that in certain institutions the departments of Latin are unsympathetic toward medieval Latin. On request, Professor J. B. Pike, of the Latin department in the University of Minnesota, told of the position of medieval Latin in that institution. He stated that they maintained four courses in late Latin, but that the classes were usually very small, and he believed that the modern language teacher should be better qualified than the Latin teacher to give courses in medieval Latin.

In conclusion an expression of thanks was extended to Professor Manly for his part in the colloquium.

The members and their friends were entertained at luncheon by the University at half-past twelve o'clock on Thursday at the Minnesota Union.

SIXTH SESSION, THURSDAY AFTERNOON, DECEMBER 31

The meeting was called to order at 2 p. m.

Professor F. G. Hubbard read a report of progress from Professor W. G. Hale, chairman of the Joint Committee on Grammatical Nomenclature, suggesting that the committee be continued both for the final work on its report and to answer the many further inquiries that will come in. It was thereupon moved and carried that our representation upon this committee be continued.

Reading and discussion of papers:

16. "Studies in the Syntax of the *Lindisfarne Gospels*." By Professor Morgan Callaway, Jr., of the University of Texas.

[An instalment of the author's *Studies in the Syntax of the Lindisfarne Gospels* which was restricted to an investigation of the participle and of the infinitiv, with the object of determining whether the syntax of these verbals in the Northumbrian dialects differs essentially from that in the West-Saxon dialect as set forth in his three monographs dealing with these parts in the latter dialect.—*Fifteen minutes*.]

This paper was discust by Professors F. Klaeber and Julius Goebel.

17. "Goethe's Early Conceptions of Women." By Professor Ernst Feise, of the University of Wisconsin.

[During his Leipsic and Frankfort periods Goethe's interest in women centers around the young girl. While he displays the conventional prejudices of rationalism and materialism, *Die Laune des Verliebten* marks an approach toward the ideas of the "storm and stress." The influence of his sickness and convalescence, deepening his character, prepares him for the more unprejudiced attitude and the later incisiv experiences.—*Ten-minute summary*.]

This paper was discust by Professor A. R. Hohlfeld.

18. "Thomas Warton and Eighteenth Century Interest in Medieval Romances." By Dr. Ronald Salmon Crane, of the Northwestern University.

[A study of Warton's rôle in the revival of interest in medieval fiction which took place in England during the second half of the eighteenth century, with some account of the influences which acted upon him and of the results of his work.—*Fifteen minutes*.]

19. "The Physiological Principles Underlying Sound-Changes in German." By Professor Claude M. Lotspeich, of the University of Cincinnati.

[The physiological processes underlying the more important sound-changes in German were analyzed with a view to pointing out their value in the historical study of language.—*Ten minutes.*]

This paper was discust by Professors F. Klaeber and E. Feise.

20. "*Samson Agonistes* as a Classical Drama." By Professor James Walter Rankin, of the University of Missouri.

[*Samson Agonistes* approaches the Greek drama chiefly in restraint and lucidity of style. In spirit it is no more Greek than *Paradise Lost* is Greek. As for structure, the theme, which is the omnipotence of God and the inevitableness of his decrees, is not sufficiently in evidence to entitle the drama to be cald classic from the point of view of the unities.—*Fifteen minutes.*]

21. "The *Poema Biblicum* of Onulphus." By Professor Karl Young, of the University of Wisconsin. Red by Professor Henry Burrowes Lathrop.

[A Vienna manuscript of the fourteenth century contains a cycle of eight short dramatic pieces written by a certain Onulphus. Only one of these dialogues has been publisht. The paper discust the content and authorship of the cycle.—*Ten-minute summary.*]

This paper was discust by Professor H. Craig.

22. "The *Puys*." By Professor Charles Berry Newcomer, of Chicago, Ill.

[The *puys* were pious literary societies in northern France from the thirteenth to the eighteenth century. They gave prizes for certain poetical compositions, especially ballads. Hence their interest. The best known *puy* was that of the Immaculate Conception at Rouen, which lived three centuries.—*Ten-minute summary.*]

The Central Division adjurnd at 4.15 p. m.